

# PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

Unit: **Grammar**

State Curriculum Standard:   **1.1.8 Learning to Read Independently**  
                                               **1.2.8 Learning to Read in the Content Area**  
                                               **1.5.8 Quality of Writing**  
                                               **1.6.8 Speaking and Listening**  
                                               **1.7.8 Characteristics and Functions of the English Language**

PSSA Anchor: **See Checklist**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
A Parts of a Sentence Chapter 19 B Phrases and Clauses 20 C Sentence Types and Variety 21 D Punctuation (Mastery of the apostrophe, comma and end punctuation; introduce semicolons and colons) Chapter 26 E Diagramming Workshop pgs 656-665 F Glossary Terms: <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Appositive</li> <li>• Conventions of language</li> <li>• Dialogue</li> <li>• Possessive</li> <li>• Syntax</li> </ul>	<ul style="list-style-type: none"> <li>• Locate appropriate texts</li> <li>• Identify and use common organizational structures and graphic features to comprehend information</li> <li>• Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing</li> <li>• Demonstrate fluency and comprehension during reading</li> <li>• Self-correct mistakes</li> <li>• Read and understand essential content of informational texts in all academic areas</li> <li>• Edit writing using the conventions of language:</li> <li>• Spell common, frequently used words correctly; use</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Writing and Grammar</i></li> <li>• <i>Prentice Hall Writing and Grammar Exercise Workbook</i></li> <li>• Prentice Hall provided audio, CD's, tapes, videos, unit resources</li> <li>• Prentice Hall Online Essay Scorer</li> <li>• <i>Write Source</i></li> <li>• Supplemental materials provided by teacher as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Prentice Hall Online Essay Scorer</li> <li>• Worksheets</li> <li>• Student/teacher generated essays</li> <li>• Response to PSSA and/or teacher generated prompts</li> <li>• Alternative/technology projects</li> </ul>

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	capital letters correctly; punctuate		
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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
	<p>correctly (periods, exclamation points, question marks, apostrophes, colons, semicolons, parentheses)</p> <ul style="list-style-type: none"> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly</li> <li>• Use complete sentences (simple, compound, complex, compound-complex, declarative, interrogative, exclamatory and imperative)</li> <li>• Listen to others</li> <li>• Speak using skills appropriate to formal speech situations; pronounce words</li> </ul>		

# PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	correctly • Contribute to discussions		
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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>Analyze the role and place of standard American English language in speech writing and literature</li> </ul>		

# PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

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Unit: **Writing**

State Curriculum Standard:

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Course Content	Student Performance	Resources	Assessments
<p>A Introduction to Writing Chapters 1,2, and 3</p> <p>B Descriptive Writing Chapter 6</p> <p>C Persuasive Writing Chapter 7</p> <p>D Comparison and Contrast Writing</p> <ul style="list-style-type: none"> <li>• Chapter 8</li> </ul> <p>E Cause and Effect Writing Chapter 9</p> <p>F How To Writing Chapter 10</p> <p>G Response To Literature Writing Chapter 12</p> <p>H Writing for Assessment Chapter 13</p> <p>I Glossary Terms:</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Write a minimum of two three paragraph essays that will be scored online from the Prentice Hall Online Essay Scorer</li> <li>• Write a minimum of four teacher scored essays and one research piece. The teacher chooses from the following categories: <ul style="list-style-type: none"> <li>• Descriptive Writing Chapter 6</li> <li>• Persuasive Writing Chapter 7</li> <li>• Comparison and Contrast Writing Chapter 8</li> <li>• Cause and Effect Writing Chapter 9</li> <li>• How To Writing Chapter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Writing and Grammar</i></li> <li>• <i>Prentice Hall Writing and Grammar Exercise Workbook</i></li> <li>• <i>Four Square Writing Method</i></li> <li>• <i>Four Square Personal Writing Coach</i></li> <li>• Prentice Hall provided audio, CD's, tapes, videos, unit resources</li> <li>• Prentice Hall Online Essay Scorer</li> <li>• Supplemental materials provided by teacher as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Prentice Hall Online Essay Scorer</li> <li>• Worksheets</li> <li>• Student/teacher generated essays</li> <li>• Response to PSSA and/or teacher generated prompts</li> <li>• Alternative/Technology Projects(s)</li> <li>• Oral individual/group project(s)/ presentation(s)</li> </ul>

# PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

<ul style="list-style-type: none"> <li>• Assertion</li> <li>• Author's Purpose</li> </ul>	10 <ul style="list-style-type: none"> <li>• Response To Literature</li> </ul>		
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Author's Thesis</li> <li>• Cause and Effect</li> <li>• Characterization</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Conflict/Problem</li> <li>• Content</li> <li>• Contrast</li> <li>• Conventions of Language</li> <li>• Descriptive text</li> <li>• Editorials</li> <li>• Evaluate</li> <li>• Explanatory sentence</li> <li>• Expository text</li> <li>• Fluency</li> <li>• Focus</li> <li>• Generalization</li> <li>• Graphic Organizer</li> </ul>	Writing Chapter 12 <ul style="list-style-type: none"> <li>• Writing for Assessment</li> </ul> Chapter 13 <ul style="list-style-type: none"> <li>• Use an MLA heading</li> <li>• Independently write a three-paragraph essay.</li> <li>• Write a guided five-paragraph essay</li> <li>• Write an effective introduction of at least three to five sentences using the funnel method</li> <li>• Write a body paragraph with a minimum of six to nine sentences</li> <li>• Write an effective conclusion of at least three sentences using an inverted funnel</li> <li>• Attain proficiency in PSSA writing prompts</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Multiple Meaning Words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use common organizational structures</li> </ul>		
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Organization</li> <li>• Problem/Solution</li> <li>• Persuasive Tactics</li> <li>• Sentence Fluency</li> <li>• Style</li> <li>• Syntax</li> <li>• Thesis</li> <li>• Tone</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>and graphic features to comprehend information</li> <li>• Understand specialized vocabulary in the content areas during reading</li> <li>• Use these words accurately in speaking and writing</li> <li>• Read and understand works of literature</li> <li>• Produce work in at least one literary genre</li> <li>• Read and respond to fiction and nonfiction</li> <li>• Write multi-paragraph informational pieces</li> <li>• Write persuasive pieces: include a clearly stated position or opinion, include convincing, elaborated, and/or properly cited</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	evidence; develop reader interest		
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	<ul style="list-style-type: none"> <li>Write with a sharp, distinct focus: identify topic, task and audience; establish a single point of view</li> <li>Write using well-developed content appropriate for the topic: gather, determine validity and reliability of and organize information, employ the most effective format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant the focus</li> <li>Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	meaningful transitions; establish topic and purpose		
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	<p>in the introduction; reiterate the topic and purpose in the conclusion</p> <ul style="list-style-type: none"> <li>• Write with an understanding of stylistic aspects of composition: use different types and lengths of sentences; use tone and voice through the use of precise language</li> <li>• Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice</li> <li>• Edit writing using the conventions of language: <ul style="list-style-type: none"> <li>• Spell common, frequently</li> </ul> </li> </ul>		



## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	used words correctly <ul style="list-style-type: none"> <li>• Use capital letters</li> </ul>		
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Course Content	Student Performance	Resources	Assessments
	correctly; punctuate correctly (periods, exclamation points, question marks, apostrophes, colons, semicolons, parentheses) <ul style="list-style-type: none"> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly</li> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative)</li> <li>• Present and/or defend written work for publication</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	when appropriate <ul style="list-style-type: none"> <li>• Read and understand</li> </ul>		
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	essential content of informational texts in all academic areas <ul style="list-style-type: none"> <li>• Listen to others: ask probing questions, analyze information, ideas and opinions to determine relevancy, take notes when needed</li> <li>• Speak using skills appropriate to speech situations: use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pacing to convey meaning</li> <li>• Contribute to discussions: ask relevant, probing questions; respond with</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	relevant information, ideas, or reasons in support of		
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	<p>expressed, listen to and acknowledge the contributions of others, adjust tone and involvement to encourage equitable participation, clarify, illustrate or expand on a response when asked, present support for opinions, paraphrase and summarize, when prompted</p> <ul style="list-style-type: none"> <li>• Participate in small and large group discussions and presentations</li> <li>• Use media for learning purposes</li> <li>• Analyze the role and place of standard American English language in speech writing and literature</li> </ul>		

# PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

Unit: **Research**

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Course Content	Student Performance	Resources	Assessments
<b>A</b> Research Report Chapter 11 <b>B</b> Citing Sources and Preparing Manuscript pgs. 760 — 764 <b>C</b> Internet Research Handbook 765 — 769 <b>D</b> Topic outline <b>E</b> Note card format <b>F</b> MLA Style documentation pgs. 763-764 <b>G</b> Glossary Terms <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Analysis</li> <li>• Assertion</li> <li>• Author's Purpose</li> <li>• Author's Thesis</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Content</li> <li>• Conventions of</li> </ul>	<ul style="list-style-type: none"> <li>• Create topic outline and thesis</li> <li>• Create an outline including three to four main ideas with a minimum of two supporting details per main idea</li> <li>• Create note cards</li> <li>• Summarize and paraphrase main ideas and supporting details</li> <li>• Write a multi-paragraph report</li> <li>• Write an effective introduction of at least three to five sentences using the funnel method</li> <li>• Write a body paragraph with a minimum of six to nine sentences</li> <li>• Write an effective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Writing and Grammar</i></li> <li>• <i>Prentice Hall Writing and Grammar Exercise Workbook</i></li> <li>• <i>Write Source</i></li> <li>• <i>Four Square Writing Method</i></li> <li>• <i>Four Square Personal Writing Coach</i></li> <li>• Prentice Hall provided audio, CD's, tapes, videos, unit resources</li> <li>• Prentice Hall Online Essay Scorer</li> <li>• Supplemental materials provided by teacher as needed</li> <li>• Library technologies / computer on-line sources</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student/teacher generated essays</li> <li>• Alternative/technology Project(s)</li> <li>• Oral individual/group project(s)/ presentation(s)</li> <li>• Peer response groups</li> <li>• Self evaluation / Self editing / Self reflection</li> <li>• Peer/outside audience editing</li> <li>• Conferencing</li> <li>• Preliminary works cited</li> <li>• Review of rough drafts</li> </ul>

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

Language • Editorials	of at least three sentences using an inverted funnel	and other sources • Citationmachine.com	• Review of revised drafts
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<ul style="list-style-type: none"> <li>Evaluate</li> <li>Expository text</li> <li>Fluency</li> <li>Focus</li> <li>Generalization</li> <li>Graphic Organizer</li> <li>Headings, Graphics and charts</li> <li>Inference</li> <li>Informational Text</li> <li>Main idea</li> <li>Multiple-meaning words</li> <li>Organization</li> <li>Paraphrase</li> <li>Plagiarism</li> <li>Primary Source</li> <li>Print Media</li> <li>Research</li> <li>Sentence Fluency</li> </ul>	<ul style="list-style-type: none"> <li>Add MLA style documentation</li> <li>Cite sources</li> <li>Identify and use common organizational structures and graphic features to comprehend information</li> <li>Understand specialized vocabulary in the content areas during reading and use these words accurately in speaking and writing</li> <li>Read and understand essential content of informational text in all academic areas</li> <li>Differentiate fact from opinion utilizing resources that go beyond traditional texts to electronic media</li> <li>Distinguish between essential and nonessential information</li> </ul>	<ul style="list-style-type: none"> <li>Noodlebib.com</li> </ul>	<ul style="list-style-type: none"> <li>Review of note cards/outlines</li> <li>Final research paper/project</li> </ul>

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

<ul style="list-style-type: none"> <li>• Style</li> <li>• Summarize</li> </ul>	across texts and going beyond text to a variety of media		
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<ul style="list-style-type: none"> <li>• Syntax</li> <li>• Thesis</li> <li>• Tone</li> <li>• Validity</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences based on a variety of information sources</li> <li>• Use and understand a variety of media and evaluate the quality of the material produced</li> <li>• Use, design and develop a media project that expands understanding</li> <li>• Produce work in at least one literary genre that follows the conventions of the genre</li> <li>• Write multi-paragraph informational pieces: and or persuasive projects</li> <li>• Write with a sharp, distinct focus: identify topic, audience and task; establish a single point of view</li> <li>• Write using well-developed</li> </ul>		

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	content appropriate for the topic: gather, determine		
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	<p>validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant to the focus</p> <ul style="list-style-type: none"> <li>• Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion</li> <li>• Write with an understanding of stylistic aspects of composition: use different</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	types and lengths of sentences, use tone and		
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- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8
- B. PSSA Reading Assessment Anchors Checklists
- C. PSSA Writing Rubrics
- D. PSSA Reading Rubric
- E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
	voice through the use of precise language <ul style="list-style-type: none"> <li>• Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice</li> <li>• Edit writing using the conventions of language:               <ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly</li> <li>• Use capital letters correctly; punctuate correctly (periods, exclamation points, question marks, apostrophes, colons, semicolons, parentheses)</li> <li>• Use nouns, pronouns,</li> </ul> </li> </ul>		



# **PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT**

	verbs, adjectives, adverbs, conjunctions,		
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Unit: **Research**

State Curriculum Standard:

- 1.1.8 Learning to Read Independently**
- 1.2.8 Learning to Read in the Content Area**
- 1.4.8 Types of Writing**
- 1.5.8 Quality of Writing**
- 1.6.8 Speaking and Listening**
- 1.7.8 Characteristics and Functions of the English Language**
- 1.8.8 Research**

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
	<p>prepositions and interjections properly</p> <ul style="list-style-type: none"> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative)</li> <li>• Present and defend written work for publication when appropriate</li> <li>• Listen to others: ask probing questions; analyze information, ideas and opinions to determine relevancy; take notes when needed</li> <li>• Speak using skills appropriate to speech situations: use complete sentences; pronounce words correctly;</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	adjust volume to purpose and audience, and adjust pacing to		
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Unit: **Research**

State Curriculum Standard:

- 1.1.8 Learning to Read Independently
- 1.2.8 Learning to Read in the Content Area
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- 1.5.8 Quality of Writing
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Course Content	Student Performance	Resources	Assessments
	convey meaning <ul style="list-style-type: none"> <li>• Contribute to discussions: ask relevant, probing questions; respond with relevant information, ideas, or reasons in support of expressed; listen to and acknowledge the contributions of others; adjust tone and involvement to encourage equitable participation; clarify, illustrate or expand on a response when asked; present support for opinions, paraphrase and summarize when prompted</li> <li>• Participate in small and large group discussions and presentations</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	<ul style="list-style-type: none"> <li>• Use media for learning purposes</li> </ul>		
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Unit: **Research**

State Curriculum Standard:

- 1.1.8 Learning to Read Independently
- 1.2.8 Learning to Read in the Content Area
- 1.4.8 Types of Writing
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> <li>• Analyze the role and place of standard American English language in speech writing and literature</li> <li>• Select and refine a topic for research</li> <li>• Locate information using appropriate sources and strategies: determine valid resources for researching the topic, including primary sources; evaluate the importance and quality of the sources; select essential sources; use tables of contents, indices, key words, cross-references and appendices; use traditional and electronic search terms</li> <li>• Organize, summarize and</li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	present the main ideas from research: identify the steps		
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Unit: **Research**

State Curriculum Standard:

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Course Content	Student Performance	Resources	Assessments
	<p>necessary to carry out a research paper; take relevant notes from sources; develop a thesis statement based on research; give precise, formal credit for others' ideas, images or information using a standard method of documentation</p> <ul style="list-style-type: none"> <li>• Use formatting techniques to create an understandable presentation for a designated audience</li> </ul>		

# PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

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Unit: **Vocabulary**

State Curriculum Standard:   **1.1.8 Learning to Read Independently**  
                                              **1.5.8 Quality of Writing**  
                                              **1.6.8 Speaking and Listening**  
                                              **1.7.8 Characteristics and Functions of the English Language**

PSSA Anchor: **See Checklist**

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<b>A Vocabulary Workshop</b> <b>Shostak Level B</b> <b>B Glossary terms:</b> <ul style="list-style-type: none"> <li>• Affix</li> <li>• Antonym</li> <li>• Context clues</li> <li>• Inflectional ending</li> <li>• Multiple meaning words</li> <li>• Phonics</li> <li>• Prefix</li> <li>• Root Word</li> <li>• Semantics</li> <li>• Suffix</li> <li>• Synonym</li> <li>• Target words</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the origins and meanings of common, learned, and foreign words used frequently in English language</li> <li>• Analyze the role and place of standard American English in speech, writing, and literature</li> <li>• Identify new words that have been added to the English language over time</li> <li>• Expand a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words</li> <li>• Understand the meaning of and apply key vocabulary across the various subject areas</li> <li>• Spell all words correctly</li> <li>• Listen to others</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Shostak Workbook</i> Level B</li> <li>• <i>Write Source</i></li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Shostak tests and quizzes</li> <li>• Worksheets</li> <li>• Student/teacher generated essays</li> </ul>

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	<ul style="list-style-type: none"> <li>View vocabulary units as cumulative</li> </ul>		
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Unit: **PSSA Preparation**

State Curriculum Standard:   **1.4.8 Types of Writing**  
                                              **1.5.8 Quality of Writing**  
                                              **1.6.8 Speaking and Listening**  
                                              **1.7.8 Characteristics and Functions of the English Language**

PSSA Anchor: **See Checklist**

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A Various sample essays to edit and revise B Multiple choice questions in editing and revising C Writing to the domains D Writing to the rubrics E Glossary Terms: <ul style="list-style-type: none"> <li>Content</li> <li>Conventions of language</li> <li>Focus</li> <li>Organization</li> <li>Sentence Fluency</li> <li>Style</li> </ul>	<ul style="list-style-type: none"> <li>Write multi-paragraph informational pieces</li> <li>Write persuasive pieces</li> <li>Write with a sharp, distinct focus: identify topic, task and audience; establish a single point of view</li> <li>Write using well-developed content appropriate for the topic: write paragraphs that have details and information specific to the topic and relevant the focus</li> <li>Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the</li> </ul>	<ul style="list-style-type: none"> <li><i>PSSA Prep Grade 7 Editing and Revising</i></li> <li><i>Better Test Scores for PSSA Writing</i></li> <li><i>Write Source</i></li> <li><i>Four Square Writing Method</i></li> <li><i>Four Square Personal Writing</i></li> <li>Coach Prentice Hall provided audio, CD's, tapes, videos, unit resources</li> <li>Prentice Hall Online Essay Scorer</li> <li>Supplemental materials provided by teacher as needed</li> </ul>	<ul style="list-style-type: none"> <li>Text Exercises</li> <li>Teacher made tests and quizzes</li> <li>Prentice Hall tests and quizzes</li> <li>Worksheets</li> <li>Student/Teacher generated essays</li> <li>Response to PSSA and/or teacher generated prompts</li> </ul>

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	conclusion <ul style="list-style-type: none"> <li>• Write with an understanding of stylistic aspects of</li> </ul>		
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Unit: **PSSA Preparation**

State Curriculum Standard:   **1.4.8 Types of Writing**  
                                              **1.5.8 Quality of Writing**  
                                              **1.6.8 Speaking and Listening**  
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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
	composition: use different types and lengths of sentences; use tone and voice through the use of precise language <ul style="list-style-type: none"> <li>• Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice</li> <li>• Attain proficiency with PSSA prompts</li> <li>• Edit writing using the conventions of language:             <ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly</li> <li>• Use capital letters correctly, and punctuate correctly (periods, exclamation points,</li> </ul> </li> </ul>		

## PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT

	question marks, apostrophes, colons, semicolons, parentheses).		
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Unit: **PSSA Preparation**

State Curriculum Standard:   **1.4.8 Types of Writing**  
                                              **1.5.8 Quality of Writing**  
                                              **1.6.8 Speaking and Listening**  
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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly</li> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative)</li> <li>• Listen to others</li> <li>• Take notes when needed</li> <li>• Contribute to discussions</li> <li>• Participate in small and large group discussions and presentations</li> <li>• Analyze the role and place of standard American English language in speech</li> </ul>		



**PLANNED COURSE –7TH GRADE ENGLISH PROFICIENT**

	writing and literature		
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